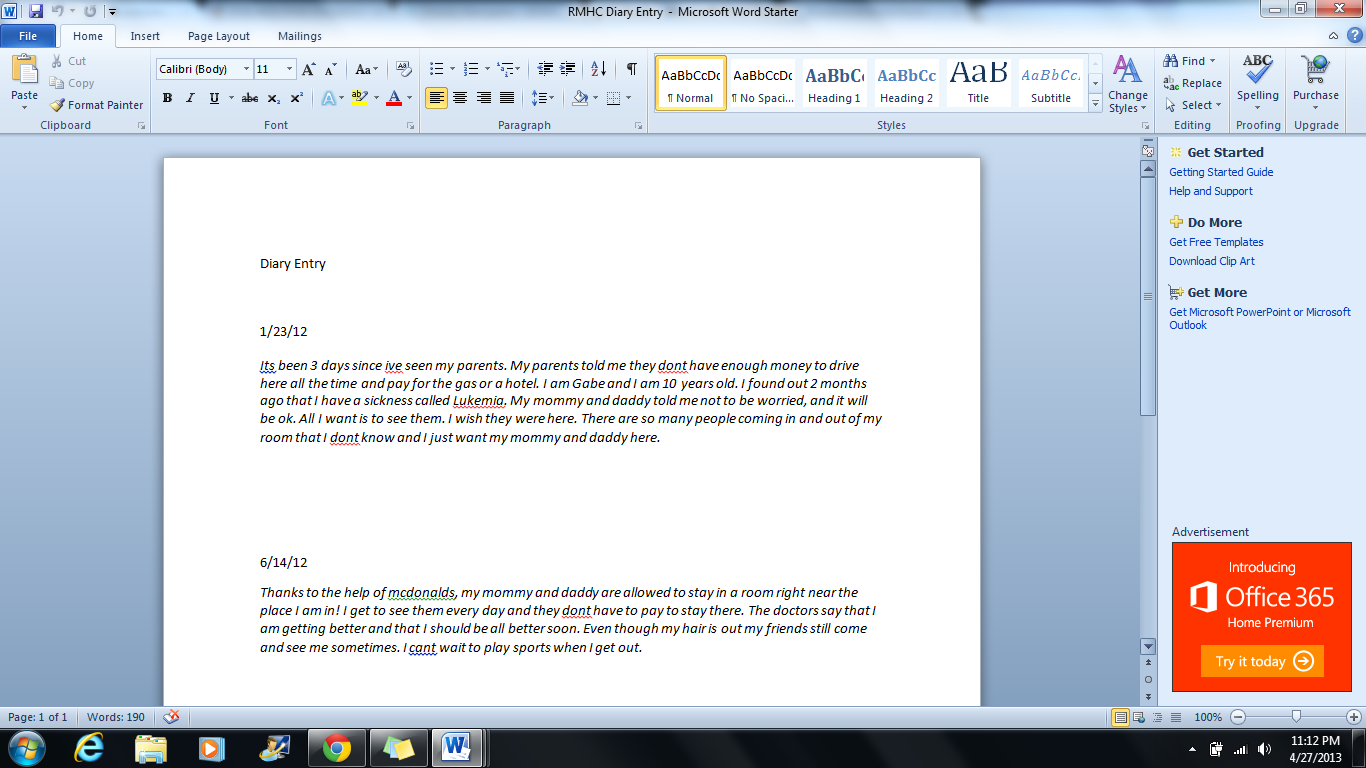
Lindsey Schwartz

Throughout the entire semester, I have had to complete multiple types of genres for not only my project on the Ronald McDonald House Charities, but also relating to my major. While completing these genres, I met goals that applied to the standards of my project. In the following paragraphs, I have included examples for each of these goals, either in my project, or in an assignment throughout the semester.

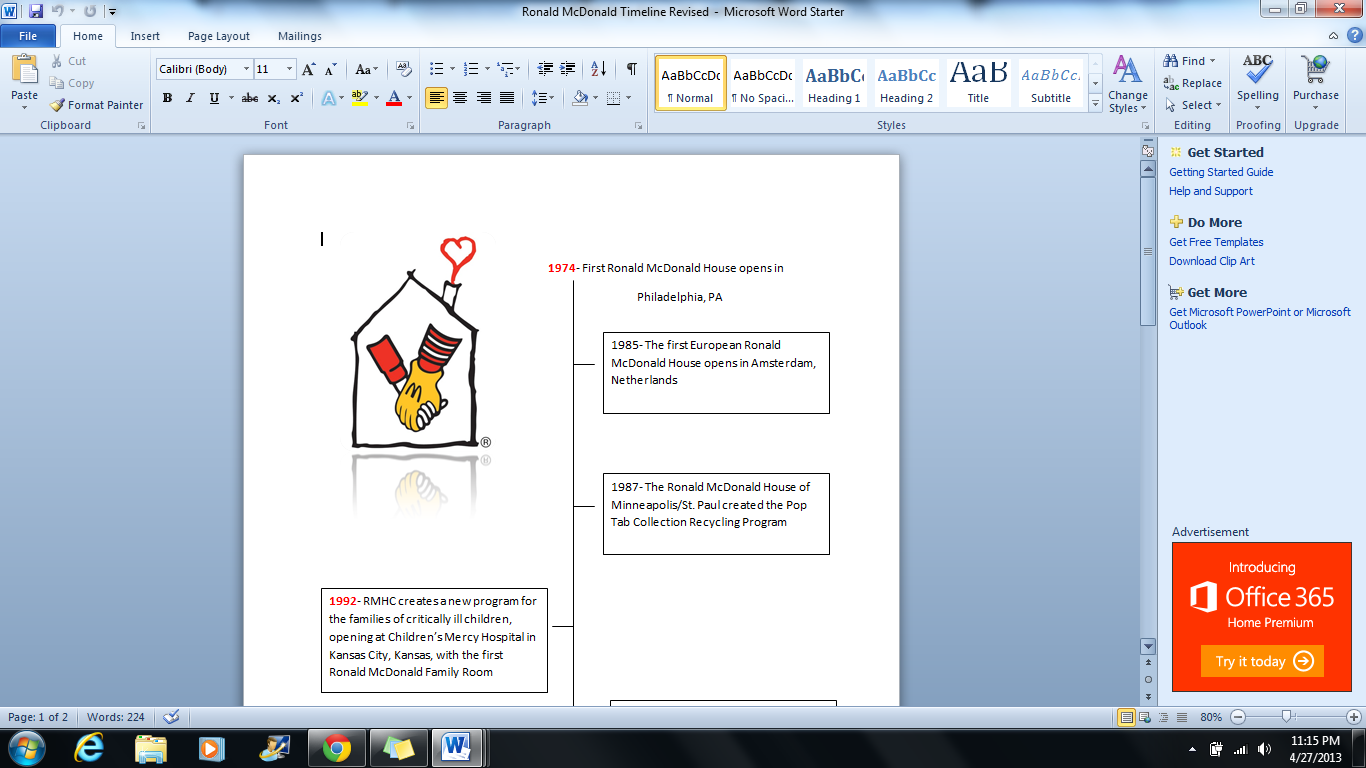
**A. Students will be able to compose for particular audiences and purposes**

In any type of project or major, it is very important to not only know who you are writing for, but also be able to relate to your readers. For example, in my diary entry, I wrote from a 10-year-old’s perspective. When writing from this type of perspective, one has to think specifically about how a child of 10 years would talk, obviously a lot differently than a 19-year-old college student. The audience of my diary entry was really anyone who would be interested in hearing a child’s story who has been involved with this charity or even for other kids who have diseases and are also in the hospital. In my actual project, I wrote the diary entries in a childish-looking handwriting to make sure that my point came across that it was a younger child. I made sure to include 2 different diary entries to show over time how things had changed for the 10-year-old.

**B. Students will be able to compose using language and conventions appropriate to the genre**

Similar to the previous goal, it is important in any career that people can change the way they write, in that if someone’s audience is a child, they will be able to write for a child. If someone’s audience is a business person and more professional, then the writer should be able to write in a more formal way. An example for this goal could be my genre 4, which is my brochure. In the brochure that I created, I made sure that it looked and sounded professional. Normally, brochures are supposed to make people want to become interested in a business or the like. Specifically, my brochure was aimed to inform people what the Ronald McDonald Houses provide for people. I wrote it in a way that was appealing to parents, which was professional. In order for someone to be able to be a good writer, they should be able to accommodate the language that they use that makes it appropriate to the topic.

**C. Students will be able to read, select, and use evidence critically to formulate and support arguments**

In any type of work that I did in this class, specifically on my project, I based what I wrote or created on other information that I researched. When you gather information from another source, such as a website, encyclopedia, magazine, etc., you have to be able to change the information in a way that the meaning stays the same, but it is said differently. Doing this prevents plagiarism, a major issue when gathering information from sources. For example, in the first genre that I did, which was my timeline, after looking online at examples of other timelines, I created my own. When I found the information that I needed online, I made sure that I only picked out the most important, then changed the sentence around. When I did this, overall it came up with a whole new timeline. Although the information was from another source, by changing how I wrote the information, it made it seem like it was new.

**D. Students will be able to interpret and compose in a variety of media and print/non-print genres**

It is important for people in all careers to be able to write both print genres and media non-print genres. An example of this is the final and overall professional genre of my project is in a print form because it is basically like an essay. Essays are very important both in my major and in any major. There were many options for non-print genres in this project. A good example is a magazine ad. Ads are for appealing a certain audience, and it is important in an ad that you can appeal.

**E. Students will be able to discuss and apply appropriate writing processes both individually and in collaborative contexts**

A major part in not only English classes, but also in our lives is being able to take what people say and letting that make our work and our lives better. An example of this throughout this semester is peer review days. Through many peer reviews, I have been able to make my work better, in turn giving me a better grade on it. My peers have been giving me very honest and constructive feedback that only makes my work better. Through peer reviews, it gives you another eye on your work. Even if it is things as simple as a misspelled word, it only helps the work get better. It also gives the writer another view, and if they need more ideas for their topic then they can get that from peer reviews.